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ABSTRACT

As a pilot effort to match research and development information and products with textual materials being used by schools in the northwest region of the United States, this catalog focuses on materials for writing instruction at grades six through nine. The first section lists products and materials in alphabetical arrangement by title. For each product, information is given on target audience, developing agency, and publisher. A brief description is included and the dissemination source for the product is specified. An asterisk by a title indicates that staff development, a primary factor in improving writing instruction, is a major component of that product. The second section describes the process for matching the research and development products described in the catalog with adopted textual materials and displays the results of application of the process to selected texts. Appendixes include a description of the textbook selection practices of the states of Alaska, Hawaii, Idaho, Montana, Oregon, and Washington and a list of information sources. (HOD)

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CATALOG OF SUPPLEMENTAL MATERIALS FOR UTILIZATION WITH A SAMPLE OF PREVAILING TEXTS: WRITING INSTRUCTION/MIDDLE GRADES

Prepared by

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Introduction

The textbook has been a major influence in school curricula for many years. In 1967 it was noted that 75 percent of a child's class work and 90 percent of homework focused on the textbook.[1] More recently, a study conducted by the National Science Foundation indicated that 90 percent of the teachers studied were using a traditional textbook approach.[2]

Given this influence of textbooks on education, textbook selection becomes a crucial issue. Analysis of textbook adoption procedures in the Northwest region (see Appendix A) indicate that considerable variation exists in the degree of involvement of the state departments of education in the process of textbook selection.[3] In some states textbook adoption remains a local education agency (LEA) decision. In others, adoption cycles are established with LEAs having free choice within the cycles. In some states there are state lists of approved textbooks from which LEAs may select.

Variation also exists from LEA to LEA. Some have district adoptions; some use multiple adoptions; some allow each school to adopt the text of choice; and some even allow variance by individual teachers within a single school.

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[1] Hillel Black, The American School Book, New York: William Morrow and Co., 1967, p. 3.

[2] David R. Olson, "On the Language and Authority of Textbooks," Journal of Communication, Winter 1980, v30n1, pp. 186-196.

[3] David Campbell, Textbook Supplements: A Study of State Textbook Adoption Cycles in the NWREL Region, Dissemination Services Program, Northwest Regional Educational Laboratory, Portland, Oregon, April 1982.

As those who work with school improvement efforts are well aware, much of the information contained in projects, materials and research reports does not get used in schools to the extent desired. These products comprising the research and development (R&D) knowledge base can be found in Regional Exchange collections, in NDN catalogs, in state Promising Practices files, in Research Center reports, in ERIC Clearinghouses and in various other locations. The extent to which these R&D outcomes are disseminated and utilized varies as widely as the practices used across the region for textbook adoption.

It is evident that schools do use textbooks, but that R&D products are not utilized as fully as would be desirable. While many educators are aware that these materials exist and are potentially beneficial to them and their students, they are uncertain about which ones of these products are compatible with the texts they are currently using. The purpose of this pilot effort has been to address this need--to develop a strategy for "matching" R&D information and products with textual materials being used by schools in the region. In this model effort, the scope of work has been limited to one content area and one general level. The area and level were determined through involvement of representatives of the Northwest Regional Educational Laboratory client group who are involved in textbook and program selection processes. These representatives were convened as an advisory group to the project.

A meeting, entitled "Alternative Strategies for Dissemination Planning" was held with the Textbook Adoption/R&D Product Utilization Advisory Group on November 30, 1981. Results of the textbook adoption analysis for the Northwest region were shared with the group, and a potential content emphasis for the model effort was discussed. The group, which included

representatives from colleges, commercial publishers, state departments of education, school districts and intermediate service units, recommended that the pilot effort focus on spelling, mathematics or writing instruction at the middle grades level. On the basis of both the committee's recommendation and an assessment of regional needs, writing instruction at grades 6-9 was selected as the area of emphasis.

Subsequent feedback from the Advisory Group and from audiences attending presentations on the development and application of the Textbook/R&D Product Utilization processes[4] affirmed a high priority need of educators for assistance in improving writing instruction in the middle grades. Additionally, the process for analyzing adopted textbooks and matching R&D products with them was seen as having a high degree of utility.

Results of this pilot effort are presented in this report. Section I is a catalog of selected R&D products which have potential for enhancing textbook-based writing instruction. Section II describes the process for matching R&D products described in the catalog with adopted textual materials and displays the results of application of the process to selected texts.

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[4] Far West International Reading Association Conference, Portland, Oregon, April 3, 1982 and Northwest Conference of the National Council of Teachers of English, Boise, Idaho, April 23, 1982.

Section I

Catalog of Supplemental Materials

Section I is a catalog of R&D products/materials which have potential for supplementing text-based writing instruction in the middle grades.

Products/materials are listed alphabetically by title. For each product, information is given as to target audience, developing agency and publisher. A brief description is included and the dissemination source for the product is specified. An asterisk (*) by a title indicates that staff development, a primary factor in improving writing instruction, is a major component of that product. Information Source addresses are given in Appendix B of this document; users of this pilot catalog are encouraged to contact these sources for more detailed information on products. This effort is intended to facilitate use of these dissemination systems, not to replace them.

TITLE: Adolescent Literature As a Vehicle for Developing Comprehension and Composition Skills

TARGET AUDIENCE: Middle grade students

DEVELOPING AGENCY: Judy S. Richardson
Virginia Commonwealth University (Richmond)

PUBLISHER: ERIC Document Reproduction Service

DESCRIPTION: This paper describes a technique for combining the effective processing of listening, reading and writing experiences by using adolescent literature. The major objective was the provision of clear tasks for problem solving, a procedure for writing compositions, and exposure to a classic adolescent novel. "Read a book in an hour" (Smith, 1979) was the main procedure for the development of comprehension. "Hamburger writing" (Beyer, 1977), a technique for teaching paragraph writing, was used to develop composition skills.

INFORMATION SOURCE: Educational Resources Information Center (ERIC)

TITLE: Arizona Consortium for Individualized Learning (ACIL)*

TARGET AUDIENCE: Teachers and administrators

DEVELOPING AGENCY: L. Leon Webb, Director, ACIL
Mesa, Arizona

PUBLISHER: (See above)

DESCRIPTION: ACIL is a program of inservice training and materials designed to help teachers and administrators meet individualized student needs through use of effective classroom management techniques. Diagnostic/prescriptive curriculum-support materials (developed by the U-SAIL Project)' are implemented to assist student development in basic skill areas of reading, writing and arithmetic. The program has received JDRP approval for grades 1-6 and has been used with grades 7-8.

INFORMATION SOURCE: National Diffusion Network: Educational Programs That Work

TITLE: Bay Area Writing Project*

TARGET AUDIENCE: Teachers, all levels

DEVELOPING AGENCY: The University of California, Berkeley

PUBLISHER: (See above)

DESCRIPTION: Intensive inservice training, usually during summer institutes, is provided teachers who in turn provide training in composition instruction to other staff while implementing the instructional procedures with students in the classroom. BAWP emphasizes demonstration and discussion of writing techniques, modeling of teaching behaviors, experiential learning and use of a variety of techniques to teach writing. Assessment of samples of student writing (holistic evaluation) is central to the program.

INFORMATION SOURCE: Northwest Regional Exchange (NWRx)

TITLE: Better Teaching - Better Writing*

TARGET AUDIENCE: Teachers and students, grades 7-12

DEVELOPING AGENCY: Dr. Judy Shook
Webster Groves, Missouri

PUBLISHER: Missouri Pacesetter (ESEA Title IV-C), Missouri Department of Elementary and Secondary Education

DESCRIPTION: The aim of this project is to improve the writing skills of students through teacher education. Inservice training is first provided for secondary English teachers who then introduce students to methods of instruction which will improve their writing skills. A group of teachers are trained in an intensive summer institute; during the school year the participants in turn provide inservice training for other teachers.

INFORMATION SOURCE: Bibliographic Retrieval Service, Inc.: School Practices Information File (SPIF)

TITLE: Classroom Applications of Writing Assessment: A Teacher's Handbook

TARGET AUDIENCE: Classroom teachers, all levels

DEVELOPING AGENCY: Clearinghouse for Applied Performance Testing
Northwest Regional Educational Laboratory

PUBLISHER: (See above)

DESCRIPTION: The handbook, which can serve as the basis of a workshop on writing assessment, provides background information on three strategies for evaluating student writing (holistic, analytical, primary trait scoring), gives opportunity for application of the strategies to samples of student writing and lists a series of practical ideas for using the scoring strategies in day-to-day writing instruction. The focus of the handbook is on consistency of evaluation of actual samples of student writing.

INFORMATION SOURCE: Northwest Regional Exchange (NWRx)

TITLE: Composition: A Sequential Approach

TARGET AUDIENCE: Teachers and administrators, grades 7-12

DEVELOPING AGENCY: Curriculum Development Library
Fearon Reference Systems

PUBLISHER: Pitman Learning, Inc.
Belmont, California

DESCRIPTION: This guide, designed to develop expository writing skills, includes specific lessons, worksheets, checklists and teaching strategies for a number of skills. The primary focus of the guide is essay writing. Diagnostic materials and evaluation procedures are included.

INFORMATION SOURCE: Bibliographic Retrieval Service, Inc.: School Practices Information File (SPIF)

TITLE: Developing Writing Skills Through Film Studies

TARGET AUDIENCE: Students, grades 6-9

DEVELOPING AGENCY: Richard Siegel
East Elmhurst, New York

PUBLISHER: (See above)

DESCRIPTION: The program strengthens the basic writing skills by capitalizing on the motivational aspect of the movies. The program is appropriate for students of varied background and achievement levels. Students are required to take extensive notes for assignments in which they view commercial cinema, discuss the notes and the assignment, write, correct and rewrite papers.

INFORMATION SOURCE: Bibliographic Retrieval Service, Inc.: School Practices Information File (SPIF)

TITLE: Diagnostic Instruction of Reading and Writing in Special Education

TARGET AUDIENCE: Teachers and students, grades 7 and 8

DEVELOPING AGENCY: Austin Independent School District
Austin, Texas

PUBLISHER: Title IV-C Programs
Texas Education Agency

DESCRIPTION: This reading and writing program uses individualized diagnostic-prescriptive techniques in a resource center setting to help underachieving seventh and eighth grade special education students. Staff development instructional competencies for special education teachers are being designed in conjunction with this model program.

INFORMATION SOURCE: Bibliographic Retrieval Service, Inc.: School Practices Information File (SPIF)

TITLE: Direct Measures of Writing Skill: Issues and Applications (Revised Edition)

TARGET AUDIENCE: Administrators and teachers, all levels

DEVELOPING AGENCY: Clearinghouse for Applied Performance Testing
Northwest Regional Educational Laboratory

PUBLISHER: (See above)

DESCRIPTION: This book, designed for the educator who wants background information on the most successful means for assessing student writing, provides a comprehensive analysis of large-scale writing assessment procedures used around the country. A comparison of five writing sample scoring procedures is presented as are results of a national survey of statewide and large school district writing assessment procedures.

INFORMATION SOURCE: Northwest Regional Exchange (NWRx)

TITLE: A Guide to Evaluating Students' Writing

TARGET AUDIENCE: Teachers and administrators

DEVELOPING AGENCY: University of Wisconsin, Madison

PUBLISHER: ERIC Document Reproduction Service

DESCRIPTION: This document describes methods used in the evaluation of students' writing. Methods include traditional (correction symbols and letter grades) evaluation of mechanics and form, measurement of intellectual processes in writing, teacher/student conference, peer and self evaluation, holistic evaluation, all-staff grading, public evaluation, T-unit evaluation and computer analysis.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening. RDIS, CEMREL, Inc.

TITLE: Holistic and Trait Scoring Criteria for Writing Instruction

TARGET AUDIENCE: Administrators and teachers

DEVELOPING AGENCY: Office of Instructional Services/General Education Branch
Hawaii Department of Education

PUBLISHER: (See above)

DESCRIPTION: This publication defines holistic scoring and trait scoring, describes procedures for use of each, and presents rated samples of student work. The scoring criteria presented are designed to assist teachers in (1) directing instruction in writing, (2) assessing student strengths and weaknesses in writing, and (3) evaluating papers. Explicit criteria for stated writing objectives are provided.

INFORMATION SOURCE: Northwest Regional Exchange (NWRx)

TITLE: Ideas for Teaching in the Junior High and Middle School

TARGET AUDIENCE: Teachers, grades 6-9

DEVELOPING AGENCY: Candy Carter and Zora Rashkis, eds.

PUBLISHER: National Council of Teachers of English

DESCRIPTION: This document contains nearly two hundred instructional activities arranged in five sections: studying language, oral communication, reading, writing, and listening and viewing. Approximately half the activities contain reproduceable materials. The appendix includes a two-year program in junior high school writing.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening. RDIS, CEMREL, Inc.

TITLE: Improving Writing Through Intervention*

TARGET AUDIENCE: Teachers, grades 5-12

DEVELOPING AGENCY: Louis Botko, North Area Office
Minneapolis, Minnesota

PUBLISHER: Title IV-C Coordination
Minnesota Department of Education

DESCRIPTION: This project uses inservice to enable teachers to analyze students' written work, diagnose student problems, prescribe appropriate instruction and evaluate student progress. Teachers learn to design appropriate writing courses and are provided with a supportive operational theory for a process of teaching and writing.

INFORMATION SOURCE: Bibliographic Retrieval System, Inc.: School Practices Information File (SPIF)

TITLE: Individualized Language Arts: Diagnosis, Prescription, and Evaluation*

TARGET AUDIENCE: Grades 3-6; used in grades 7-12 and adult education

DEVELOPING AGENCY: Woodrow Wilson School
Weehawken, New Jersey

PUBLISHER: (See above)

DESCRIPTION: The project combines a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition. Teacher training and the Teacher's Resource Manual and Management Manual are utilized for implementation of the program. The program can be combined readily with existing language arts curricula and objectives.

INFORMATION SOURCE: National Diffusion Network: Educational Programs That Work

TITLE: A Method for Evaluating Writing Samples

TARGET AUDIENCE: Administrators and teachers

DEVELOPING AGENCY: Southwest Regional Laboratory
Los Alamitos, California

PUBLISHER: (See above)

DESCRIPTION: This paper discusses discrepancies among reference scoring types for evaluating writing samples, evaluates current scoring systems (holistic, analytic, primary trait) and presents the Southwest Regional Laboratory (SWRL) scoring system model.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening.
RDIS, CEMREL, Inc.

TITLE: Moving Between Practice and Research in Writing

TARGET AUDIENCE: Teachers

DEVELOPING AGENCY: SWRL Educational Research and Development
Los Alamitos, California

PUBLISHER: (See above)

DESCRIPTION: This report describes six workshop sessions designed to facilitate the interchange between researchers and practitioners in the field of writing. Workshop topics include: composing processes and development; writing assessment; writing instruction in context; the writing teacher; language variation and writing; and functions of writing outside of school.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening.
RDIS, CEMREL, Inc.

TITLE: The New Jersey Writing Project*

TARGET AUDIENCE: Teachers and students, grades 7-12

DEVELOPING AGENCY: South Brunswick Township Public School
Monmouth Junction, New Jersey

PUBLISHER: (See above)

DESCRIPTION: This state-wide writing program, based on a thorough knowledge of the composing process, emphasizes teacher training (3-week summer institutes). The program involves three staqes: teacher training, implementation and staff development, and assessment. One or two teachers from an implementing district receive intensive training and then provide training for others in their school.

INFORMATION SOURCE: National Diffusion Network: Educational Programs That Work

TITLE: A Procedure for Writing Assessment and Holistic Scoring

TARGET AUDIENCE: Teachers and administrators

DEVELOPING AGENCY: Miles Myers

PUBLISHER: National Council of Teachers of English

DESCRIPTION: This book presents a procedure for scoring papers with holistic methods and analyzing the results with methods from primary trait scoring, analytical scoring, and discourse scoring. The emphasis is on practical applications of holistic assessment.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening. RDIS, CEMREL, Inc.

TITLE: Project Read-Write

TARGET AUDIENCE: Grades 4-6; used in grades 2-3, 7-12 and special education

DEVELOPING AGENCY: Hawkins Street School
Newark, New Jersey

PUBLISHER: (See above)

DESCRIPTION: Project Read-Write is a reading/language arts program that uses writing techniques and prescriptions to improve reading comprehension and vocabulary. The prescriptions (presented in the Project Resource and Instructional Manual) involve structured writing and/or oral activities that can be used with materials already available in the classroom. A checklist useful for formal and informal diagnosis of student needs is also available.

INFORMATION SOURCE: National Diffusion Network: Educational Programs That Work

TITLE: Project Write (Pennsylvania)*

TARGET AUDIENCE: Teachers and students, grades 6-12

DEVELOPING AGENCY: Allegheny Intermediate Unit
Pittsburgh, Pennsylvania

PUBLISHER: (See above)

DESCRIPTION: Project Write involves teachers and district administrators in a series of ten workshops on the writing process. The workshops highlight the writing process and its evaluation as well as teaching strategies for prewriting, revising and editing activities. Teachers implement the strategies in order to improve student writing ability.

INFORMATION SOURCE: Bibliographic Retrieval Service, Inc.: School Practices Information File (SPIF)

TITLE: Project Write (Washington)*

TARGET AUDIENCE: Teachers and students, grades 6-8

DEVELOPING AGENCY: Educational Service District 112
Vancouver, Washington

PUBLISHER: (See above)

DESCRIPTION: The program, based on mastery learning, involves teaching to specific objectives or skills, providing for alternative learning styles with a variety of instructional activities, testing for mastery, reteaching (if needed). Program components include: inservice teacher training, sequential composition objectives, a cross-reference guide for materials/objectives, development of new materials and screening of commercial materials, use of volunteers and peer tutors, and Mastery Learning instruction. Unit guides (Teacher Tool Kits) contain a number of suggested strategies, activities and resources.

INFORMATION SOURCE: Competency Based Education Profiles; Northwest Regional Educational Laboratory

TITLE: "Reading and Writing Across the Curriculum"
Method: Alaskan Perspectives, v4n1, Spring 1982

TARGET AUDIENCE: Teachers and administrators

DEVELOPING AGENCY: Southeast Regional Resource Center, Alaska
Department of Education and the University of Alaska, Juneau

PUBLISHER: Dr. Earl Clark, Editor
University of Alaska, Juneau

DESCRIPTION: This issue of the journal Method: Alaskan Perspectives focuses on articles which relate instructional theory and practice in areas of reading and writing. The Alaska State Writing Project (modeled on the Bay Area Writing Project) and the Alaska Content Reading Cadre are described, as are other successful approaches to reading and writing instruction utilized in schools in Alaska.

INFORMATION SOURCE: Northwest Regional Exchange (NWRx)

TITLE: Research Within Reach: Oral and Written Communication

TARGET AUDIENCE: Teachers and administrators

DEVELOPING AGENCY: Research and Development Interpretation Service
CEMREL, Inc. St. Louis, Missouri

PUBLISHER: (See above)

DESCRIPTION: This book is designed to present implications of research for classroom practice in a manner which addresses the needs of teachers for current research-based knowledge. Research findings are presented in response to questions posed by real teachers. Examples of questions addressed include: "Why should I have students write?," "What are the stages and sequences in the development of writing abilities K-12?," and "What are the best ways to evaluate writing?"

INFORMATION SOURCE: R&D Exchange, National Institute of Education

TITLE: Resources on Writing, Speaking and Listening: An Annotated Bibliography

TARGET AUDIENCE: Administrators and teachers

DEVELOPING AGENCY: Research and Development Interpretation Service
CEMREL, Inc. St. Louis, Missouri

PUBLISHER: (See above)

DESCRIPTION: The materials described in this volume are drawn from the information base for the Research Within Reach series. The items in the bibliography were compiled from recommendations from the R&D Exchange and from the Oral and Written Communication Consultant Panel. An original bibliography (180 items) and a supplement (275 items) describe a wide range of books, papers, studies and texts.

INFORMATION SOURCE: R&D Exchange, National Institute of Education

TITLE: Sentence Combining: A Composing Book

TARGET AUDIENCE: Students (secondary level)

DEVELOPING AGENCY: William Strong

PUBLISHER: Random House, Inc.

DESCRIPTION: This book is designed to help students strengthen their writing skills as they become aware of the stylistic choices available in written English. The book emphasizes definite sentence patterns and proceeds sequentially from simple to complex.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening. RDIS, CEMREL, Inc.

TITLE: Sentence Mastery Series

TARGET AUDIENCE: Students, junior high level

DEVELOPING AGENCY: Edgar H. Schuster

PUBLISHER: McGraw-Hill Book Company

DESCRIPTION: This workbook series is designed to be used with low-achieving junior high students to improve writing skills through a sentence-combining approach. The series was developed as a result of a study done by the author on teaching writing to inner-city students. ("Using Sentence Combining to Teach Writing to Inner-City Students," Schuster, ERIC Document Reproduction Service)

INFORMATION SOURCE: Educational Resources Information Center (ERIC)

TITLE: A Sequential Junior High Writing Program

TARGET AUDIENCE: Teachers and students, grades 7 and 8

DEVELOPING AGENCY: Karen Buckholz, et al.

PUBLISHER: ERIC Document Reproduction Service

DESCRIPTION: This paper describes a sequential expository writing program for grades 7 and 8 based on James Moffett's ideas in "Teaching the Universe of Discourse." The paper presents the various writing modes addressed and delineates associated writing tasks. Areas of concentration for grades 7 and 8, performance objectives for the program, a growth model for measuring writing, and selected measures related to the performance objectives are discussed. An appendix lists additional writing tasks.

INFORMATION SOURCE: Educational Resources Information Center (ERIC)

TITLE: Specifications for Composition Instruction

TARGET AUDIENCE: Administrators and teachers

DEVELOPING AGENCY: Southwest Regional Laboratory
Los Alamitos, California

PUBLISHER: (See above)

DESCRIPTION: This document describes an instructional model that teaches composition through use of a computer.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening.
RDIS, CeMREL, Inc.

TITLE: The Whole Word Catalogue 2

TARGET AUDIENCE: Teachers

DEVELOPING AGENCY: Teachers and Writers Collaborative (Bill Zavatsky and Ron Padget, eds.)

PUBLISHER: McGraw-Hill Books

DESCRIPTION: This book presents a collection of ideas and materials representing the work of participants in the Teachers and Writers Collaborative, a nonprofit group who have worked in public school classrooms to develop new approaches to writing and arts education. A number of techniques, projects and discussions are presented, as is an annotated bibliography.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening. RDIS, CEMREL, Inc.

TITLE: Write Better/Best: A Writing Project for Underachieving Gifted Students in Grades 7-8

TARGET AUDIENCE: Students, grades 7-8

DEVELOPING AGENCY: Abington School District Abington, Pennsylvania

PUBLISHER: (See above)

DESCRIPTION: This project provides remedial writing instruction for junior high school gifted students who are unable to write clear and coherent expository prose. The project, which involves instruction by a writing specialist, is directly related to mandated curriculum programs. Students learn to write as required for their regular courses.

INFORMATION SOURCE: Bibliographic Retrieval Service, Inc.: School Practices Information File (SPIF)

TITLE: Write-Right: Innovative Techniques of Expression*

TARGET AUDIENCE: Teachers and students, grades 3-8

DEVELOPING AGENCY: Beck Middle School
Greenville, South Carolina

PUBLISHER: (See above)

DESCRIPTION: The project first emphasizes the training of teachers in the teaching of composition; students are then taught the sequential writing process by the teachers. A teacher training manual, sequentially structured writing process and videotape presentations on classroom management of the instructional program are included in program materials. The sequential writing process taught involves much student-teacher and student-student interaction.

INFORMATION SOURCE: Bibliographic Retrieval Service, Inc.: School Practices Information File (SPIF)

TITLE: Writing: A Practical Guide

TARGET AUDIENCE: Secondary students

DEVELOPING AGENCY: Joseph P. Dagher

PUBLISHER: Houghton Mifflin Company

DESCRIPTION: This book is designed to be used as a combination text and workbook in a writing lab or English/writing class. Chapters follow a structured format which includes performance objectives, application exercises and evaluation checklists. A reference handbook on usage comprises one section of the text.

INFORMATION SOURCE: Resources on Writing, Speaking and Listening. RDIS, CEMREL, Inc.

Section II

Using the Catalog

Analysis/Matching Process

The process and procedures described in this narrative are proposed as a strategy for dissemination of research and development outcomes and products. The process presented was adapted and developed specifically for this pilot effort; its utility has been validated during the development of this document.

Figure 1, Textbook Analysis Process (page 27), displays the procedures for analyzing an adopted textbook series or existing instructional program. Application of the procedures makes possible a clear delineation of skill/concept areas requiring supplementation. In addition, the systematic analysis process yields a clear picture of the total textbook series or program--objectives, sequence, activities, assessment patterns and teacher materials are brought into focus.

The procedures for matching supplemental materials (as identified in the catalog, Section I) with adopted texts (or programs) are displayed in Figure 2 on page 29. Essentially, the findings from the textbook analysis process are summarized and prioritized, selection criteria established, potential products, programs and/or processes are identified and then subjected to systematic analysis. Findings from the supplemental materials analysis are then cross-matched with findings from the textbook analysis.

The application of these processes and procedures in this pilot effort are described below.

As stated previously, the focus of the effort was on writing instruction for grades 6-9 (middle/junior high schools). Three textbook

series, representative of texts widely used in the region, were selected. These are: American English Today, Third Edition, McGraw-Hill Book Company, 1980 (Books 7, 8, 9); Building English Skills, Revised Edition, McDougal, Littell and Company, 1982 (Gold Level [6], Red Level [7], Green Level [8]); and Scholastic Real World English, Scholastic Book Services, 1978 (Level 1 [7], Level 2 [8], Level 3 [9]). Each of these texts have received high ratings by regional, state or district adoption committees, yet each, as shown by the analysis process, had identifiable areas werein supplemental or supportive materials would enhance effectiveness.

Five major instructional objectives and four program characteristics were selected as priority factors for the analysis. Each component of each series was then examined against these priority factors. Results of the analysis are displayed in Chart 1.

Following the analysis, national and regional sources for dissemination of research and development outcomes and products were surveyed for potential supplemental materials. Current research[5] indicates that staff development is a key element in successful writing instruction, as is assessment of student writing; hence, products and processes in these two areas were most numerous and of particular interest. Sources of information utilized in the search included Educational Resources Information Center (ERIC); the Research and Development Exchange (in particular, the Northwest Regional Exchange and R&D Interpretation Service, CEMREL, Inc.); Bibliographic Retrieval Service, Inc.; School Practices Information File (SPIF); and the National Diffusion Network.

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[5] See Amiran, Eyal and Judy Mann, Written Composition, Grades K-12, Literature Synthesis and Report, Dissemination Services Program, Northwest Regional Educational Laboratory, Portland, Oregon, February 1982.

The search yielded a number of R&D products and programs likely to support writing instruction in grades 6-9; these were listed in the catalog, Section I of this document. Products and programs identified were analyzed according to the procedures for matching supplemental materails with adopted texts; results of the analysis are displayed in Chart 2.

Chart 3 displays the results of the cross-match between the textbook analysis and the supplemental materials analysis.

Conclusions and Recommendations

Development of the catalog of R&D supplemental materials and of the analysis process for this pilot effort has yielded a number of learnings.

The model does have high potential as an alternative dissemination strategy for local education agencies. On the basis of results from application of the model, LEAs could efficiently identify and select R&D-based supplemental materials most likely to support and enhance the adopted textbook series in use. Further, the process and procedures can be applied to any desired content area. Hence, use of the process is likely to enhance LEA capacity for R&D utilization in subsequent school improvement efforts.

A thorough understanding and knowledge of the textbook in use emerges from application of the textbook analysis process. Such knowledge generally results in more effective use of the adopted materials themselves, even without supplementation. Additionally, the identification of priority needs resulting from application of the process makes it possible to focus the search for R&D products and enhances the likelihood of finding a match that will be adopted and implemented.

While training in use of the analysis process can and should be afforded LEAs, it appears that dissemination support services are crucial

in the model. Use of a number of R&D information sources is generally necessary if a wide range of R&D outcomes are to be identified. Educational Resources in Education (ERIC) searches primarily yield information on research studies, articles and documents. The National Diffusion Network and the BRS School Practices Information File are sources of information on nationally-validated programs and materials. The R&D Exchange is the best source of information for research-based promising practices which may not yet have undergone national validation. While LEA personnel may be familiar with one or two of these sources, few have the knowledge or even the time to tap these and other relevant sources of information about R&D products. Hence, existing dissemination services remain essential in this model.

On the basis of these learnings, the Northwest Regional Educational Laboratory proposes that, under the FY 83 scope of work, a second pilot "Catalog of Supplemental Materials for Utilization with a Sample of Prevailing Texts" be developed. A basic skills content area and a grade level target will be identified; the intent for this effort will be to focus on an area in which R&D products that target students will be yielded.

FIGURE 1: TEXTBOOK ANALYSIS PROCESS*

1. Identify/prioritize District objectives (and philosophy)
2. Analyze taxonomy of skills/scope and sequence in adopted materials
3. Focus on prioritized skills (from District objectives)
4. Establish which instructional procedures (and activities) within the adopted materials are examples of the prioritized skills
5. Examine these procedures and activities (for each level, text or unit of the adopted materials)
   a. Kind of activity
   b. Number of each kind of activity
   c. Approach (teacher directed? planned or optional? prepared or suggested?)
   d. Activities in materials accompanying/supplementary materials (workbooks, duplicating masters, teacher-prepared exercises, computer software, audio-visual materials)
   (Note: If/where these are congruent/not congruent)
6. Analyze tests
   a. When administered
   b. Emphasis
   c. Congruent/different
7. Cross-level skill (concept) analysis
   a. Identify when skill (concept) is introduced, emphasized, maintained
   b. Assess needs to broaden, emphasize, support and/or diversify procedures and activities
   c. Analyze teacher directions/background information relative to assisting students in understanding the procedures and activities
8. Assess the degree of match between district-administered standardized tests and adopted materials
9. Compile and prioritize areas needing supplementation
10. Plan efforts for identification, incorporation and utilization of supplemental materials, procedures or programs

Adapted from "Essential Protocols," Dr. Ann E. Davis, Sherwood School District, Sherwood, Oregon

*A useful guide for an analysis process is the SWRL Instructional Product Selection Kit.

FIGURE 2: PROCESS FOR
MATCHING SUPPLEMENTAL MATERIALS
WITH ADOPTED TEXTS

1. Summarize the ideal instructional program (Steps 1, 2, 3: Textbook Analysis)

2. Summarize information on the current program and materials (Steps 4-8: Textbook Analysis)

3. Identify the needs to be addressed (Step 9: Textbook Analysis)

Subsequent steps are components of Step 10: Textbook Analysis

4. Develop selection criteria

   a. Describe the composition of the student groups

   b. Describe the desired student outcomes

   c. Delineate instructional approach/philosophy (Necessary to assure compatibility of materials)

5. Establish sources of research information (products, programs, processes) which have the highest potential for providing what is needed

6. Gather and review (screen) information

   a. First level (general)

   b. Select likely materials for more detailed review

7. Select materials (products, programs, processes)

   a. Identify materials which come closest to meeting established selection criteria

   b. Establish availability of materials selected

8. Implement use of selected materials

   a. Inservice needs

   b. Management needs

   c. Monitoring and evaluation

CHART 1: Textbook Analysis

Textbooks	Student Objectives: Sentence Construction	Student Objectives: Paragraph Writing	Student Objectives: Outlining	Student Objectives: Supporting Opinion With Detail	Student Objectives: Essay	Teacher Materials: Evaluation/ Assessment	Teacher Materials: Systematic Instruction	Teacher Materials: Remediation	Teacher Materials: Background Information
McGraw-Hill American English Today									
Book 7 (Text, Workbook, Teacher Manual)	Text - 85 pp. WB - 44 pp.	Text - 16 pp. WB - 2 pp.	Text - 3 pp.	Text - 9 pp.	No	No[1]	Varies	Some[2]	Varies
Book 8 (Text, Workbook, Teacher Manual)	Text - 95 pp. WB - 44 pp.	Text - 14 pp. WB - 6 pp.	Text - 4 pp.	Text - 16 pp. WB - 8 pp.	Text - 6 pp. WB - 4 pp.	No[1]	Yes	Some	Varies
Book 9 (Text, Workbook, Teacher Manual)	Text - 83 pp. WB - 44 pp.	Text - 14 pp. WB - 10 pp.	Text - 3 pp.	Text - 5 pp. WB - 2 pp.	Text - 30 pp. WB - 10 pp.	No[1]	Yes	Some[2]	Yes
McDougal-Littell Building English Skills									
Gold Level - Grade 6 (Text, Workbook, Ditto Masters)	Text - 1 chap. WB - 11 pp.	Text - 3 chaps. WB - 18 pp.	Text - 7 pp. WB - 1 page	Text - 18 pp. WB - 3 pp.	Text - 2 chaps. WB - 14 pp.	Some[3]	Yes	Some (optional practice)	Varies
Red Level - Grade 7 (Text, Workbook, Ditto Masters)	Text - 4 chaps. WB - 20 pp.	Text - 3 chaps. WB - 12 pp.	Text - 13 pp. WB - 1 page	Text - 19 pp. WB - 5 pp.	Text - 3 chaps. WB - 14 pp.	Some[3]	Yes	Varies	Varies

[1] End-of-chapter tests: primarily multiple-choice
[2] Only for sentence construction
[3] Ditto master chapter tests: minimal answer key

CHART 1: Textbook Analysis (Cont. - p. 2)

Textbooks	Student Objectives: Sentence Construction	Paragraph Writing	Outlining	Supporting Opinion With Detail	Essay	Teacher Materials: Evaluation/ Assessment	Systematic Instruction	Remediation	Background Information
McDougal-Littell cont. Building English Skills Green Level - Grade 8 (Text, Workbook, Ditto Masters)	Text - 4 chaps. WB - 23 pp.	Text - 3 chaps. WB - 13 pp.	Text - 20 pp. WB - 2 pp.	Text - 10 pp. WB - 5 pp.	Text - 3 chaps. WB - 16 pp.	Some[3]	Yes	Varies	Varies
Scholastic Real World English Level 1 - Grade 7 (Booklet: Writing 1)	Yes	Some	Yes*	Yes*	Intro-ductory	Yes[4]	Some[5]	No	No
Level 2 - Grade 8 (Booklet: Writing 2) (Booklet: Language 2)	Yes*- Both	Yes	Yes	Yes*	Yes	Yes[4]	Some[5]	No	No
Level 3 - Grade 9 (Booklet: Writing 3) (Booklet: Language 3)	Yes (minimal)	Yes	Yes	Yes	Yes	Yes[4]	Some[5]	No	No

[4]Student evaluation criteria are provided for each exercise.
[5]Each exercise contains systematic instruction, but no systematic progression throughout the Level is evident.
*Emphasis for Level

CHART 2: R&D/Supplementary Materials Analysis

R&D/Supplementary Materials	Student Objectives: Sentence Construction	Paragraph Writing	Outlining	Supporting Opinion With Detail	Essay	Teacher Materials: Evaluation/ Assessment	Systematic Instruction	Remediation	Background Information
Project WRITE[1] (ESD 112, Vancouver, Wash.)	X	X	X	X	X	X	X	X	X
Direct Measures of Writing Skill: Issues and Applications (Northwest Regional Educational Laboratory, Portland, Oregon)									X[2]
Classroom Applications of Writing Assessment: A Teacher's Handbook (Northwest Regional Educational Laboratory, Portland, Oregon)						X			X
Holistic and Trait Scoring Criteria for Writing Instruction (Hawaii Department of Education, Honolulu, HI)						X			X
Strategies for Teaching the Composition Process (James Brazil and Carl Koch, National Council of Teachers of English)					X		X		X

[1] Considered a complete composition program; Teacher Tool Kits could supplement other programs

[2] Emphasis on assessment procedures

CHART 2: R&D/Supplementary Materials Analysis (Cont. - p. 2)

R&D/Supplementary Materials	Student Objectives: Sentence Construction	Paragraph Writing	Outlining	Supporting Opinion With Detail	Essay	Teacher Materials: Evaluation/ Assessment	Systematic Instruction	Remediation	Background Information
The Bay Area Writing Project[3] (Berkeley, California)					X	X	X		X
Measuring Writing Skills (Carolyn G. Hartnett; ERIC Document Reproduction Serv.)						X			X
An Instructional Model of the Composing Situation (Southwest Regional Laboratory - SWRL)					X		X		X
Moving Between Practice and Research in Writing[4] (SWRL Educational Research and Development)						X	X	X	X
A Procedure for Writing Assessment and Holistic Scoring (Miles Myers; ERIC Clearinghouse on Reading and Communication Skills and NCTE)						X			
A Guide to Evaluating Students' Writing (University of Wisconsin, Madison; ERIC)						X			X

[3]Comprehensive staff development in composition instruction
[4]Description of six workshop sessions

CHART 2: R&D/Supplementary Materials Analysis (Cont. - p. 3)

R&D/Supplementary Materials	Student Objectives: Sentence Construction	Paragraph Writing	Outlining	Supporting Opinion With Detail	Essay	Teacher Materials: Evaluation/ Assessment	Systematic Instruction	Remediation	Background Information
Sentence Combining: A Composing Book (William Strong; Random House, Inc.)	X						X		
Research Within Reach: Oral and Written Communication (R&D Interpretation Service; CEMREL, Inc. and National Institute of Education)	(Research-guided answers to educators' questions)								X
Arizona Consortium for Individualized Learning (ACIL)[5] (Mesa, Arizona)							X		X
Individualized Language Arts: Diagnosis, Prescription and Evaluation (Woodrow Wilson School, Weehawken, New Jersey)						X	X		X
The New Jersey Writing Project[6] (South Brunswick Township Public School; Monmouth Junction, New Jersey)						X			X
Project READ-WRITE (Hawkins Street School; Newark, New Jersey)							X		

[5] Inservice Training: Basic Skills
[6] Teacher Training Project

CHART 2: R&D/Supplementary Materials Analysis (Cont. - p. 4)

R&D/Supplementary Materials	Student Objectives					Teacher Materials			
	Sentence Construction	Paragraph Writing	Outlining	Supporting Opinion With Detail	Essay	Evaluation/ Assessment	Systematic Instruction	Remediation	Background Information
WRITE-RIGHT: Innovative Techniques of Expression[7] (South Carolina Department of Education)					X	X	X		X
Better Teaching - Better Writing[8] (Missouri Department of Education)	X	X			X	X	X		X
Write Better/Best[9] (Abington School District, Pennsylvania)								X	
Composition: A Sequential Approach[10] (Fearon Reference Systems: Pitman Learning, Inc.)	X	X			X				X
Developing Writing Skills Through Film Studies (East Elmhurst, New York)				X	X			X	
Diagnostic Instruction of Reading and Writing in Special Education (Austin Independent School District, Texas)						X		X	

[7] Teacher Training Project
[8] Teacher training and student instruction
[9] Targeted to underachieving, gifted students, grades 7 and 8
[10] Guide

CHART 2: R&D/Supplementary Materials Analysis (Cont. - p. 5)

R&D/Supplementary Materials	Student Objectives					Teacher Materials				
	Sentence Construction	Paragraph Writing	Outlining	Supporting Opinion With Detail	Essay	Evaluation/ Assessment	Systematic Instruction	Remediation	Background Information
Improving Writing Through Intervention[11] (Minneapolis, Minnesota)						X	X		X

[11] Teacher Inservice

CHART 3: Matching Texts with R&D/Supplementary Materials*

Selected R&D/Supplementary Materials	Textbooks: McGraw-Hill American English Today	McDougal-Littell Building English Skills	Scholastic Real World English
Classroom Applications of Writing Assessment: A Teacher's Handbook	X	X	
Holistic and Trait Scoring Criteria for Writing Instruction	X	X	
Project WRITE	X	X	X
Strategies for Teaching the Composition Process	X		
The Bay Area Writing Project	X	X	X
Moving Between Practice and Research in Writing	X	X	X
Arizona Consortium for Individualized Learning (ACIL)	X		
Project READ-WRITE			X
Individualized Language Arts: Diagnosis, Prescription and Evaluation	X	X	
Measuring Writing Skills	X	X	
Better Teaching - Better Writing	X	X	X
Write Better/Best	X	X	X
Composition: A Sequential Approach			X
Improving Writing Through Intervention	X	X	

*This chart is the outcome of step 7, Figure 2 (page 29) in which results shown on Chart 1 and Chart 2 are cross-matched.

APPENDIX A

TEXTBOOK SELECTION PRACTICES

TEXTBOOK SELECTION PRACTICES

State	Selection from State List	Statewide Cycle Established/Required	LEA Required to Establish/Follow Cycle	Selection Completely LEA Prerogative
Alaska	No	No	No	Yes
Hawaii	Yes	No	No	No
Idaho	Yes	Yes (5 year)	Yes (as per state)	No
Montana	No	No	Yes	No
Oregon	Yes	Yes (6 year)	Yes (as per state)	No
Washington	No	No	No	Yes

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APPENDIX B

INFORMATION SOURCES

INFORMATION SOURCES

Bibliographic Retrieval Service, Inc. (BRS): School Practices Information File (SPIF), 1200 Route 7, Latham, New York, 12110.

Educational Programs That Work, National Diffusion Network Division, Department of Education, Washington, D.C., 20208.

Educational Resources Information Center (ERIC), National Institue of Education, Washington, D.C., 20208.

Northwest Regional Exchange, Dissemination Services Program, Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon, 97204.

R&D Exchange, National Institute of Education, Washington, D.C., 20208.

Research and Development Interpretation Service, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri, 63139.